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| 2.8.2 Chanukah! | censynlogo |
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| Lesson Date: 12/16/09 |

Enduring Understanding: Students will understand and be able to recite the blessings over the Chanukia throughout the eight nights of Chanukah. Students will understand the *minhag* behind the lighting of the Chanukia in accordance to the School of Hillel.

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| WHAT | HOW |
| **a. Opening Routines**  4:15 – 4:35 (20)  Classroom Carpet | 1. Students take snack from the lobby and go straight to classrooms. 2. **At 4:15, come to the lobby for Clergy Candle Lighting**! 3. Take attendance, and teach students to answer by saying “*ani po”* (I am here).   Collect tzedakah and play the Tzedakah Game (If there is time)   1. **Ask students: How did you feel when you lit the Chanukah Candles with your clergy, parents, friends, and classmates? (Assessment: Belonging)** |
| **b. Hebrew**  4:35 – 5:05(30)  Classroom Desks | 1. Sing Alef-Bet song with your students. 2. Draw the Hebrew letters Bet, Tav, Shin, Mem, Lamed, Kaf, Hey, Resh, Chaf, Shvah vowel, Vet, Daled, Chataf Patach, Alef, Vav, Koof, and Tsadee. Review their names and sounds. 3. Introduce Hirik and Ayin. Ask the class what vowels they have learned so far: ah vowels, and the “ih” vowel. Explain that today we are going to be learning a new vowel! It is called a Hirik and it makes an “ee” sound! It is a single dot that can be found under the letter. It also can be followed by a yud, (we will be learning Yud soon, but for now, it is silent if it follows a hirik). We are also learning a new letter called Ayin. Ask the students what sound Alef makes, (silent) just like Alef, it is silent! 4. **Hebrew game**: Divide the students into two teams (randomly, girls vs. boys, etc). Have them choice a team name, and give them one minute to come up with a team cheer. (Points are by teachers’ discretion, award for quite teams, creative cheers, correct answers, etc. we always purposely end up with a tie, so everyone feels successful)   **Teachers lead the game**, writing letters on the board and having teams of students identify them, make their sound, telling teachers how to make the letters, reading short words, Chanukah trivia, etc. If one team gets the answer wrong, the other team can answer the question- be as creative as possible. The kids love this game! You can either remember the teams and have them continue the game next week, or you can randomly create the teams each time. |
| **c. Chanukah**  5:05 – 5:40 (35)  Classroom Carpet | 1. Review the Chanukah story from last week. **(Prompt, Believe: Do you feel a connection to the Macabees? Are you proud of what they did?)**  **2. Ask students: How do you celebrate Chanukah at home? (Do)**  **3. Ask what a Chanukia is and why we light Chanukah candles. (Assessment: Knowing)**  **4. Sing the blessings over the Chanukiah-** Give each student the blessings handout from last week. Have teachers sing the blessings and remind students that we only sing the “shehecheyanu” on the first night. Explain that Jews all over the world light and sing the Chanukah blessings on this night! **(Doing, Knowing, Belonging)**  **5. Explain tradition of how to light the Chanukiah:** Ask students first if they remember how to light the Chanukah candles, then explain traditions from the past:Before the method of lighting the Chanukiah was fixed, two different ways were practiced: The School of Shammai (Explain that he was a very famous rabbi who lived almost 2000 years ago in the first century!) taught that eight flames are lit on the first night and one less each following night. The School of Hillel (explain that he was another famous rabbi who lived during the same time as Shammai) taught that on the first night one flame is lit and one more each following night. The reasoning behind this practice for lighting an additional candle every night is that we should increase in matters of holiness and not reduce (increase happiness, and more candles in this case equals more happiness). Ask which rabbi’s teaching we observe today (Hillel). **(Assessment: Ask the students how many candles we light on the first night, and which rabbi we follow.)**  6. **Making Chanukah Blessing Cards:** Each student will receive an 8 ½ by 14” piece of cardstock. They will be taking the blessing sheets that they already received and cut out the blessings to add on their card stock in the most creative way possible! Just make sure that they cut them out and paste them in the order they are recited. They will also be able to use Chanukah graphics that they can also help decorate their blessing cards.  7. Encourage students to bring home their Chanukah Blessing Cards so they can use it over the eight days of Chanukah with their families. Send home a copy of the Chanukah Story (attached) and the rules for how to play dreidel (attached). Tell the students that you will be asking them if they lit the Chanukia and used their Prayer Cards next week, to get them excited to share their experiences with their classmates! **(Knowing, Believing)**  **(Assessment for next week: How many families lit the Chanukia every night? Did you use your Chanukah cards that you made in Religious School?)** |
| **e. T’filah**  5:45-6:15 | Bring students down to Beir Chapel for T’filah and dismissal |